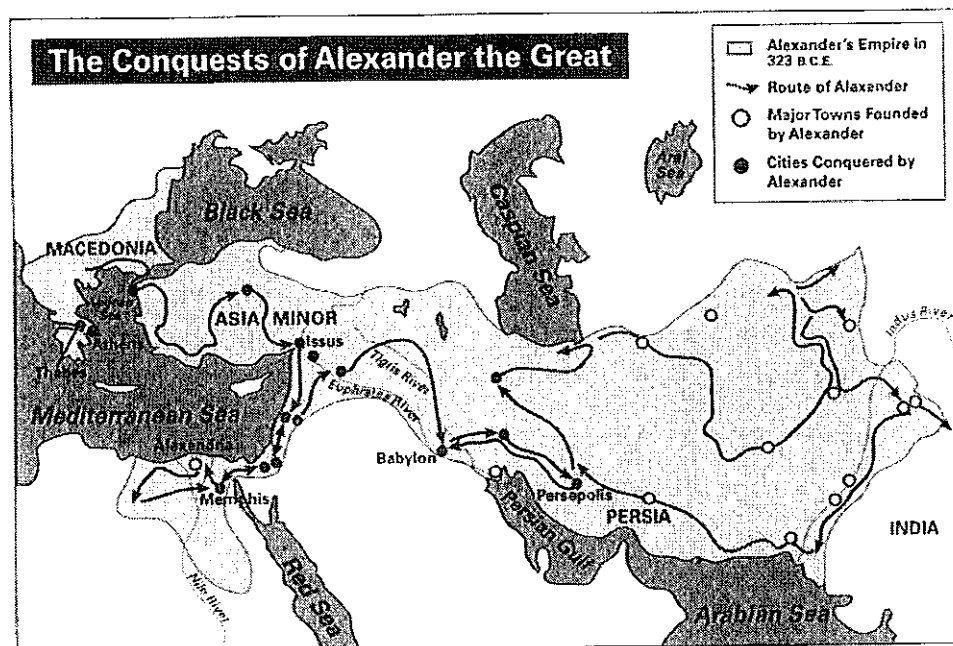


## Information About Event A: Alexander in Thebes from the Perspective of Conqueror



When Philip II of Macedonia was assassinated in 336 B.C.E., the Macedonian army immediately accepted Alexander as his father's rightful successor. News of Philip's death then traveled to the League of Corinth, the federation of Greek city-states that Philip had assembled after he conquered all of Greece. The league members elected Alexander to be Philip's successor as commander-in-chief. They gave him the power to secure troops from mainland Greece to make war against Persia—the most powerful empire in the ancient world at the time.

However, the Greek city-state of Thebes was a reluctant participant in this plan. In 335 B.C.E., while Alexander was fighting some rebellious tribes in Macedonia, false reports of his death reached Thebes. The Thebans seized this opportunity to declare their independence from Macedonian rule. Alexander was furious. This direct challenge to his authority threatened his plans to unite Greece and conquer Persia. He marched his army south 240 miles to the gates of Thebes to crush the rebellion.

When Alexander arrived at Thebes, he had more than 30,000 troops at his command. Some of the troops came from Greek city-states in the League of Corinth. Alexander hoped his enormous army would convince the Thebans to ask for peace. He waited for three days, but the Thebans maintained their resistance. The Macedonians sent a message that any citizen of Thebes who wanted to could join Alexander's troops and share the peace that all of Greece enjoyed. The Thebans sent a message back that any Macedonians who wanted to could join *them* and overthrow the "tyrant of Greece." Alexander was stunned at the rebellious attitude of the Thebans—and was determined to defeat them.

An intense battle began. The Macedonians under Alexander were more experienced fighters and greatly outnumbered the Thebans. However, the citizens of Thebes were determined, and they fought long and hard. Alexander called in reserve troops, and they were assisted by other Macedonian troops who were stationed in a military post, or *garrison*, within the city. These combined forces ultimately helped Alexander triumph.

Although his soldiers killed many Thebans in battle, Alexander treated some of the rebels with compassion. His troops brought before him one Theban woman who had killed a Macedonian general. The woman was not apologetic, and she remained defiant even to Alexander. Still, he decided to spare her life because he admired her courage. Alexander also showed mercy to several priests, the family of a famous Theban poet named Pindar, and some citizens who remained friendly to Macedonia. Once he controlled the city, though, Alexander put its fate in the hands of his troops from the Greek city-states of the League of Corinth. They decided to destroy what was left of Thebes.

### **Act-It-Out Guidelines**

Create an act-it-out about this event from the perspective of the conqueror, using these guidelines:

1. Your act-it-out must portray Alexander's conquest of Thebes from the perspective of the conqueror—show Alexander's actions in a favorable manner.
2. Study the role cards below to help group members understand what information should be included in your act-it-out.
3. Brainstorm simple actions and lines of dialogue that will help you dramatically convey the information on the role cards.
4. Practice performing your act-it-out so that it incorporates all group members and can be presented in less than 2 minutes.

### **Role Cards**

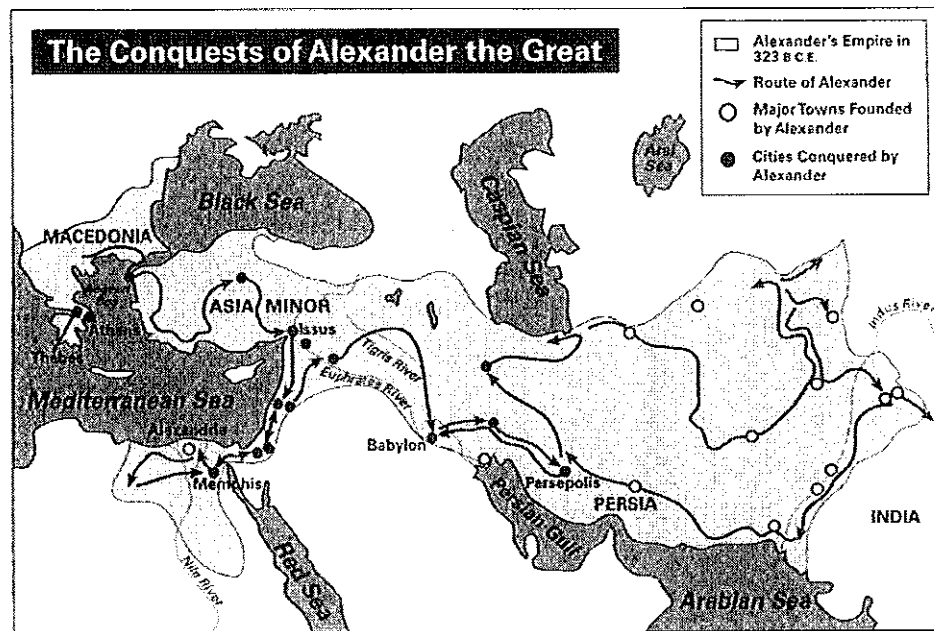
**Alexander:** Explain who you are. Explain how the League of Corinth gave you the power to secure forces from mainland Greece to make war against Persia. Describe how you patiently waited for three days before attacking the rebellious Theban army.

**Macedonian soldier:** Introduce yourself to the class as Craterus (pronounced kray-TER-uss), one of Alexander's close friends and advisors. Describe how Alexander defeated the determined Theban army. Tell the class that Alexander had to destroy Thebes because its defiance threatened his plans to unite Greece.

**Theban man:** Introduce yourself to the class as Pindar, a famous Theban poet. Explain how Alexander took control of Thebes despite fierce resistance by its inhabitants. Tell the class how Alexander showed mercy to you and your family.

**Theban woman:** Introduce yourself to the class as Timoclaea (pronounced tim-oh-KLAY-ah), a respected Theban woman. Explain why you were brought before Alexander. Tell the class that Alexander spared your life because he admired your courage.

## Information About Event B: Alexander in Egypt from the Perspective of Conqueror



After two years in Asia Minor and the Near East, Alexander and his forces arrived in Egypt in 332 B.C.E. For the previous 20 years, the Persians had ruled Egypt, and the Egyptians welcomed Alexander more as a savior than an invader. The Egyptians believed that Alexander would show more respect for their religious practices and cultural traditions than the Persians had done. As a result, Alexander's troops met no resistance when they arrived at the city of Memphis, and the Egyptians treated him as a king, or *pharaoh*. It is believed that he may also have had a traditional Egyptian coronation ceremony.

In early 331 B.C.E., Alexander left most of his forces behind and set out on a religious journey to the oasis of Siwah (pronounced SEE-wah) to visit a prophet. He arrived at the site of a famous Oracle of Amon (pronounced AH-mun), the Egyptian King of the Gods. Historians believe Alexander was anxious to hear predictions from the oracle of success in future battles. They also believe he wanted to confirm that he was—as his mother had often told him—the true son of Zeus.

Alexander's visit to the oasis excited the Egyptian people. No pharaoh had ever visited the oasis. According to the legend, when Alexander arrived at the temple of the oracle, the oldest of the priests greeted him as Son of Ammon, and King. This greeting confirmed Alexander's belief that he was a true "Son of the King of the Gods." Alexander asked the oracle several questions, the most significant of which was whether he would indeed conquer the whole world. The answer was yes.

Before he left Egypt, Alexander laid the foundation for an important new city. He chose a site northwest of the city of Memphis, and named it after himself: Alexandria. Alexander chose this site because he believed the new city—located on the Egyptian coast—could develop into an

important port and trade center. Alexander helped lay the plans for his new city. He decided where the marketplace and the temples should be located. He also determined which Gods should have their temples in the city's foundation, and even allowed temples to be built honoring Egyptian Gods.

Alexandria later became a magnificent city and a center for learning that would last for hundreds of years. The Alexandria Museum became a center of Greek and Near Eastern culture. Its library—at the time the largest in the world—contained hundreds of thousands of volumes. The library helped to preserve important Greek and Near Eastern cultural achievements. It also served as a study center for some of the greatest Greek minds in literature, philosophy, science, and mathematics. Alexandria flourished in part because of Alexander's great respect for knowledge and various cultural traditions—not only those he brought with him from Greece, but those he found in Egypt as well.

### **Act-It-Out Guidelines**

Create an act-it-out about this event from the perspective of the conqueror, using these guidelines:

1. Your act-it-out must portray the establishment of Alexandria, Egypt, from the perspective of the conqueror—show that Alexander played an important role in this event.
2. Study the role cards below to help group members understand what information should be included in your act-it-out.
3. Brainstorm simple actions and lines of dialogue that will help you dramatically convey the information on the role cards.
4. Practice performing your act-it-out so that it incorporates all group members and can be presented in less than 2 minutes.

### **Role Cards**

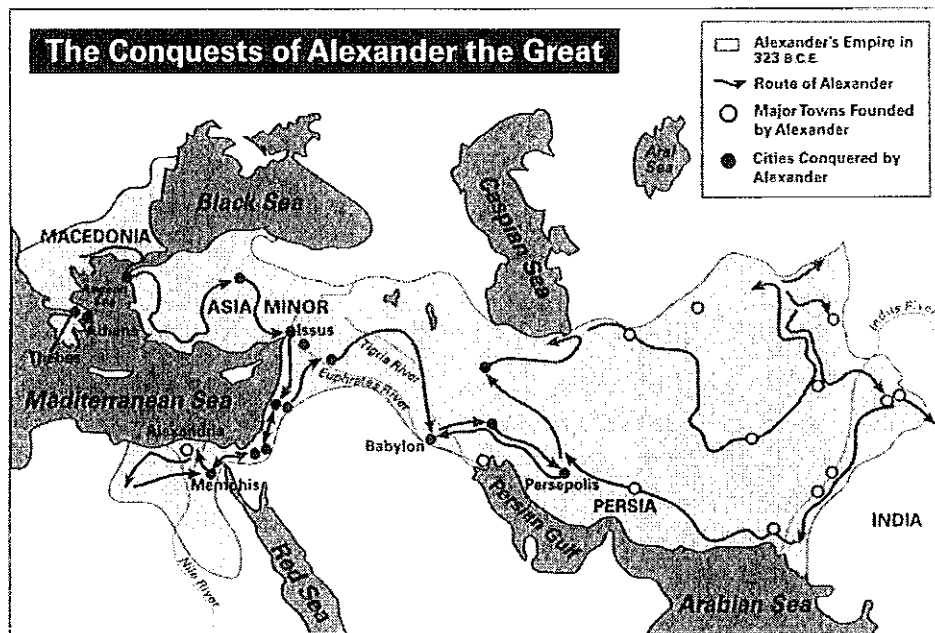
**Alexander:** Explain who you are. Describe how you were welcomed by the Egyptians when you first entered their country. Boast about your role in founding the city of Alexandria.

**Macedonian general:** Introduce yourself to the class as Ptolemy (pronounced TOL-eh-mee), one of Alexander's generals. Explain why Alexander thought he was destined to be the ruler of the whole world. Describe how Alexandria became a magnificent city and center for learning.

**Macedonian general:** Introduce yourself to the class as Paremenio (pronounced pah-reh-MEN-ce-oh), another of Alexander's generals. Tell the class that prior to Alexander's arrival, the Egyptians had been subjected to 20 years of harsh rule by the Persians. Boast about Alexander's wise decision to found Alexandria on the coast of Egypt.

**Egyptian priest:** Introduce yourself to the class as Hesire (pronounced heh-SEER), an Egyptian priest. Explain why the Egyptians enthroned Alexander as pharaoh. Describe how Alexander showed great respect for the religious practices of your people.

## Information About Event C: Alexander in Persia from the Perspective of Conqueror



When Alexander the Great set out for Asia Minor in 334 B.C.E. with 35,000 troops, the Persian Empire was the largest in the world. Its territory stretched thousands of miles, across deserts and mountains, from Egypt to India. It had been the dream of Alexander's father, Philip II, to invade and conquer Persia. As ruler of all of Greece, Philip intended to avenge the destruction the Persians had inflicted upon Greece during the Persian Wars nearly 150 years earlier. In addition, the Persians were a strong rival for control of the profitable trade routes in the eastern Mediterranean. For these reasons—and because he was already thinking of ruling vast new lands—Alexander set out to fulfill his father's dream.

In his many victories against the Persians during the next several years, Alexander showed his military genius time and again. His use of superior tactics and skilled battle strategies helped him defeat Persian forces that sometimes had him outnumbered by two to one. This was especially true at the Battle of Issus (pronounced ISS-uss), a key turning point in Alexander's Persian campaign.

At the Battle of Issus in 333 B.C.E., the Persians—led by King Darius III (pronounced DAHR-ee-yuss)—had more than 70,000 troops. Alexander's forces numbered about 40,000. Prior to the battle, the two armies passed each other through separate mountain passes during the night. When Alexander realized what had happened, he ordered his men to double back. This maneuver trapped the Persian army with its back to the sea, in a "corner" where the northern and eastern Mediterranean coasts meet. Alexander then led a charge with his cavalry. Darius panicked and fled in his chariot, causing much of his army to flee with him. Alexander captured thousands of men and much of the Persian king's riches.

Within three years after the Battle of Issus, Alexander captured and destroyed the Persian capital of Persepolis (pronounced pur-SEP-oh-liss) and claimed the right to rule all of Persia. Yet he showed much respect for the conquered Persians. He appointed many Persian governors in the territories he conquered—governors who would now be loyal to *him*. He allowed many Persians to continue practicing their religious traditions. He even adopted some Persian customs himself, including the wearing of Persian clothing. Each of these actions was part of his ultimate goal—to rule an empire that merged the best aspects of both the western and eastern worlds.

### **Act-It-Out Guidelines**

Create an act-it-out about this event from the perspective of the conqueror, using these guidelines:

1. Your act-it-out must portray the conquest of the Persian Empire from the perspective of the conqueror—show that Alexander’s actions were heroic and tolerant.
2. Study the role cards below to help group members understand what information should be included in your act-it-out.
3. Brainstorm simple actions and lines of dialogue that will help you dramatically convey the information on the role cards.
4. Practice performing your act-it-out so that it incorporates all group members and can be presented in less than 2 minutes.

### **Role Cards**

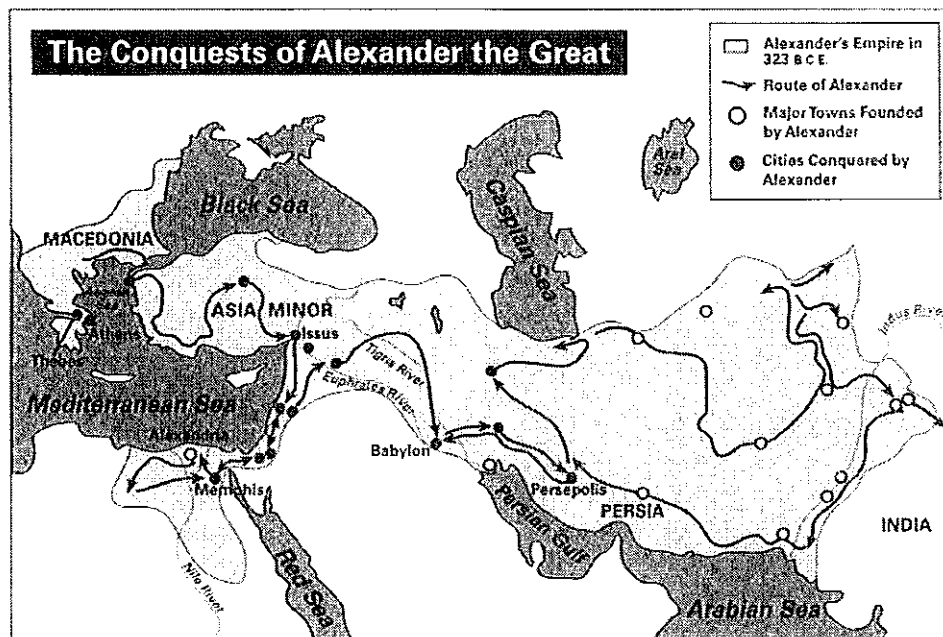
**Alexander:** Explain who you are. Boast about how you used superior tactics and skilled battle strategies to defeat larger Persian forces. Tell the class that you burned Persepolis to avenge the Persians for having destroyed so many Greek city-states during the Persian Wars. Explain why your conquest of Persia fulfilled your father’s dream.

**Macedonian general:** Introduce yourself to the class as Hephaestion (pronounced heh-FES-tee-on), one of Alexander’s trusted generals. Explain how Alexander defeated the Persians at Issus. Tell the class how Darius panicked and fled from the battlefield at Issus.

**Macedonian soldier:** Introduce yourself to the class as Diodorus (pronounced dy-OD-er-uss), one of Alexander’s soldiers. Describe how Alexander showed great respect for the conquered Persians. Tell the class that to show his respect for Persian culture, Alexander wore Persian clothing.

**Persian satrap:** Introduce yourself to the class as Mazaeus (pronounced mah-ZAY-uss), a Persian *satrap*, or ruler. Explain how Alexander appointed many Persians, such as yourself, to act as governors in the areas he conquered. Tell the class that Alexander allowed many Persians to continue practicing their religious traditions.

## Information About Event D: Alexander in India from the Perspective of Conqueror



For years Alexander had heard fantastic stories about the lands east of Persia. Intrigued by these tales, in 327 B.C.E., he led his troops over the Hindu Kush mountains into the plains by the Indus River. The Greeks called this region India. (Many of Alexander's campaigns took place within the boundaries of modern-day Pakistan.) As Alexander made his way farther east, some local rulers willingly submitted to him and paid him tribute. Then, in the summer of 326 B.C.E., Alexander faced a shrewd and brilliant Indian king named Porus (pronounced POR-uss). This leader came armed with a large military force and a fearsome new war "machine"—elephants.

The two forces met at the River Hydaspes (pronounced hy-DASS-pehz). Alexander's troops had never battled an army with elephants. At first the troops could not even cross the river. Porus stationed his elephants all across the river's eastern bank, and the beasts frightened the Macedonians' horses. Porus also believed that Alexander could not cross because the battle took place during the *monsoon* season, when heavy rainfall was expected every day.

The major battle that followed proved to be Alexander's military masterpiece. Alexander divided his forces into three groups. He took one group far upstream, using the heavy rains to conceal his movements. He quickly crossed the river, and surprised the enemy with a full-scale attack. With his cavalry force, he attacked from two directions along Porus's line of foot soldiers, cavalry, and elephants. Then Alexander sent another group of cavalry to attack the Indian forces from the rear. As the cavalry attacked, they killed many of the elephants' riders and drove the animals back into the Indian forces. The riderless elephants panicked. They began to cause more destruction to Porus's forces than to Alexander's. Finally, Alexander sent in his infantry to finish the job. The Indian troops were surrounded and could not fight back.

effectively. Porus gave himself up personally to Alexander. Alexander rewarded his bravery by granting Porus's wish to rule Indian territory—in Alexander's name.

After the Battle of the River Hydaspes, Alexander continued to move farther east. During the conquests that followed, he often came across Indian holy men, called *Brahmins* (pronounced BRAH-minz). These men held great power with various Indian kings. Alexander would question the Brahmins closely, trying to learn as much as he could about the Indian religion known as *Hinduism*. Some people believe Alexander was especially intrigued with the similarities between Hinduism and early Greek thought. One such similarity was belief in the existence of a natural law in the universe, a law that even a great conqueror such as Alexander could not disobey, or *defy*. In the fall of 326 B.C.E., Alexander decided to begin the journey home. Still, during his time in India, he showed an interest in learning much about the land he wished to add to his expanding empire.

### **Act-It-Out Guidelines**

Create an act-it-out about this event from the perspective of the conqueror, using these guidelines:

1. Your act-it-out must portray Alexander's campaigns in India from the perspective of the conqueror—show Alexander's actions in a favorable manner.
2. Study the role cards below to help group members understand what information should be included in your act-it-out.
3. Brainstorm simple actions and lines of dialogue that will help you dramatically convey the information on the role cards.
4. Practice performing your act-it-out so that it incorporates all group members and can be presented in less than 2 minutes.

### **Role Cards**

**Alexander:** Explain who you are. Explain why you were anxious to lead your forces into India. Boast about how you defeated King Porus's forces at the River Hydaspes.

**Macedonian soldier:** Introduce yourself to the class as Nearchus (pronounced nee-AR-kuss), one of Alexander's soldiers. Explain how Alexander displayed great courage in leading the Macedonian army over the Hindu Kush mountains. Tell the class that when Alexander reached India, he had traveled over 2,000 miles from his home in Macedonia.

**Indian king:** Introduce yourself to the class as Porus, an Indian king. Tell the class that Alexander was the first military leader to defeat your army of elephants. Explain how Alexander rewarded your bravery by allowing you to continue ruling Indian territory.

**Indian Brahmin:** Introduce yourself to the class as Garji (pronounced GAR-jee), an Indian holy man. Describe how Alexander questioned you to learn more about Hinduism. Explain how Alexander was intrigued by the similarities between Hinduism and early Greek thought.